**Transdisciplinary Theme: who we are Unit #: VI**

**Central Idea*:* Growth implies physical, emotional and cognitive changes which, along with the development of skills, help people face new challenges at different stages in life**

**Concepts:**  RESPONSIBILITY change

Challenge Development

|  |  |
| --- | --- |
| **Attitudes**   * Confidence * Independence * Commitment   **Profile**   * Balanced * Risk-taker * Reflective   **Areas of Knowledge**  **Driving the Inquiry**   * Science (Living things – Human growth) * Social studies (Continuity and change through time – The past and its implications on the present & future)   **Supporting the Inquiry**   * Maths, with PE teachers’ support (Presenting research data, Measurement – Contrasting height and weight) * L2 (Presenting) * Science & Maths (Presenting research findings) | **Lines of Inquiry**   * An inquiry into the new challenges people face as they grow up * An inquiry into the physical, emotional and cognitive changes people undergo as they grow up   **Content**   * Physical change & growth in children from birth to 7 years old * Behavioural, cognitive & academic development in children from birth to 7 years old * Skills development (fine & gross motor skills) in children from birth to 7 years old * New challenges in Second Grade   **Transdisciplinary Skills**  **Thinking Skills**  **Social Skills**   * Cooperating (PSE: Work on various tasks in groups)   **Communication Skills**   * Presenting (L2: Use visual aids to communicate conclusions)   **Self-Management Skills**  **Research Skills**   * Presenting research findings (Science & Maths: Use a variety of media to communicate what they have discovered)   **Science & Social Studies Skills**  **Science Skills**   * Use a variety of instruments and tools to measure data accurately * Interpret and evaluate data gathered in order to draw conclusions   **Social Studies Skills**   * Formulate and ask questions about the past, the future, places and society * Use and analyze evidence from a variety of historical, geographical and societal sources |

**Transdisciplinary Theme: where we are in place and time Unit #: II**

**Central Idea*:* Sharing personal histories reveals families’ origins, developing a sense of belonging that establishes connections with people and the places where they come from.**

**Concepts:**  change causation connection

Family Origin

|  |  |
| --- | --- |
| **Attitudes**   * Curiosity * Respect   **Profile**   * Open-minded * Communicators * Inquirers   **Areas of Knowledge**  **Driving the Inquiry**   * Social Studies (Continuity & Change through time- Family history/Human & natural environments – Geographical origins) * PSPE (Identity – Cultural influences) * Language (Oral/Listening and speaking – Regional language variations )   **Supporting the Inquiry**   * Language (L2 Speaking) * Social Studies (Analysis, Spatial awareness, Collecting data) * PSE (Respecting others) | **Lines of Inquiry**   * **An inquiry into my family history and my ancestors** * **An inquiry into how families’ geographical origins influence their customs** * **An inquiry into how families change over time**   **Content**   * The members of a family * Family histories * Family customs today and in the past * What housing tells us about family composition in the past and now * Customs inherited from different parts of the world   **Transdisciplinary Skills**  **Thinking Skills**   * Analysis (Social Studies: Make connections between personal histories and traditions)   **Social Skills**   * Respecting others (PSE: recognize the difference of others’ personal histories and origins)   **Communication Skills**   * Speaking (L2 Giving oral reports to groups)   **Self-Management Skills**   * Spatial awareness (Maths: Understanding of positions in maps)   **Research Skills**   * Collecting data (Social Studies: gathering information from interviews and visit to different places)   **Science & Social Studies Skills**  **Science Skills**  **. Observe carefully in order to gather data**  **Social Studies Skills**   * Formulate and ask questions about the past, the future, places and society (interview family members) * Orientate in relation to place and time (mapping skills) |

**Transdisciplinary Theme: how we express ourselves Unit #: I**

**Central Idea*: Every time that human beings share stories, using different modes of expression, they build bonds with others.***

**Concepts:** Form Perspective Function connection

Modes of expression Communication

|  |  |
| --- | --- |
| **Attitudes**   * Confidence * Creativity   **Profile**   * Communicators * Risk-takers   **Areas of Knowledge**  **Driving the Inquiry**   * Language (Metalanguage) * Arts: Dance, Drama, Music (Responding & Creating), Visual (Creating) * PSE (Identity) * Science (Living things)   **Supporting the Inquiry**   * L2 (Synthesis) * Drama (Non-verbal communication) * Language L1 (Listening) * PSE (Organization) * PSE (Planning) | **Lines of Inquiry**   * An inquiry into different modes people use to express themselves according to personal preference * An inquiry into how stories are structured and organised * An inquiry into some elements that characterize all stories * An inquiry into how stories build personal bonds   **Content**   * Different ways of telling stories: orally, writing, acting, drawing, comic strip * Story structure: beginning, middle and end * Story elements: characters & setting (description) * Colombian myths & legends: Madre monte, el tunjo de oro   **Transdisciplinary Skills**  **Thinking Skills**   * Synthesis (L2: Creating stories following structures)   **Social Skills**  **Communication Skills**   * Non-verbal communication (Drama: Creating and responding) * Listening (L1: Listening to others’ stories)   **Self-Management Skills**   * Organization (L2: Planning and telling stories)   **Research Skills**   * Planning (L2: write outlines for sharing stories)   **Science & Social Studies Skills**  **Science Skills**  **Social Studies Skills**   * Use and analyse evidence from a variety of historical, geographical and societal sources |

**Transdisciplinary Theme: how the world works Unit #: V**

**Central Idea*:* An understanding of the provenance of materials motivates human beings to reduce their consumption in order to prevent further damage to the natural environment.**

**Concepts:**  connection form

Reducing Consumption Provenance Material

|  |  |
| --- | --- |
| **Attitudes**   * Appreciation * Cooperation * Respect   **Profile**   * Caring * Principled * Thinkers   **Areas of Knowledge**  **Driving the Inquiry**   * Science (Materials and matter – Characteristics of materials) * Social (Resources and environment – RRR) * PSPE (Interactions – Responsibilities towards the environment) * The arts (Visual ~~and Music~~ Responding &Creating- Provenance of materials, mineral & natural dyes)   **Supporting the Inquiry**   * PSPE (Informed choices, Resolving conflict) * Science (Analysis) * L1 (Writing) * Maths (Organising data) | **Lines of Inquiry**   * **An inquiry into the provenance of different objects and the implications for the environment of their production.** * **An inquiry into how to minimize the adverse effects of waste on the earth by reducing consumption**   **Content**   * The origin of: plastic, paper, metal, cloth (from raw material to finished product) * Environmental impact of the production of the aforementioned materials * Different ways in which we can reduce consumption of these materials   **Transdisciplinary Skills**  **Thinking Skills**   * Analysis (Science: Make connections between provenance of materials and responsible use of these)   **Social Skills**  **Communication Skills**   * Writing (L1:   **Self-Management Skills**   * Informed choices (PSE: Decide how to use materials appropriately based on their learning)   **Research Skills**   * Organising data (Maths: Use graphs and diagrams to compare different materials)   **Science & Social Studies Skills**  **Science Skills**   * Use scientific vocabulary to explain their observations and experiences * Identify or generate a question or problem to be explored   **Social Studies Skills**   * Identify roles, rights and responsibilities in society |

**Transdisciplinary Theme: how we organise ourselves Unit #: III**

**Central Idea*:* People in a community organise themselves by assuming different roles, setting up places, and allocating resources to generate well-being to all its members.**

**Concepts:**  responsibility connection causation

Resource Role Community Location

|  |  |
| --- | --- |
| **Attitudes**   * Empathy * Tolerance * Cooperation   **Profile**   * Caring * Principled   **Areas of Knowledge**  **Driving the Inquiry**   * Social Studies (Social organization & culture – Roles in a neighborhood / Human environment – Physical features of and places in a neighborhood) * Science (Living things – Rights and responsibilities regarding resources) * ~~Música: Rol y ubicación de los instrumentos en una orquesta sinfónica (Role and Location)~~   **Supporting the Inquiry**   * PSPE (Accepting responsibility - within the neighborhood) * Language (L1)(Viewing – Interpreting visual texts in the neighborhood, Formulating questions – for community helpers) * PSPE (Codes of behaviour – Appropriate behaviour in a community) | **Lines of Inquiry**   * **An inquiry into how the knowledge of the importance of different roles in a community helps members respect each other.** * **An inquiry into how the appropriate use of places and resources within a community helps to keep them available to all its members.** * **An inquiry into how neighborhoods can have different resources and members depending on their location.**   **Content**   * Different roles in a community: doctor, firefighter, security guard, teacher, janitor, police officer, electrician, doorman, chef, secretary. * Different places & resources people share in a neighbourhood: pool, park, car park, lifts, gardens, lobby, social room, rubbish disposal area.   **Transdisciplinary Skills**  **Thinking Skills**  **Social Skills**   * Accepting responsibility (Social Studies: being willing to assume a share of the responsibility in a neighborhood)   **Communication Skills**   * Viewing (L1: Interpreting the meaning of posters which request the community to take positive actions)   **Self-Management Skills**   * Codes of behavior (PSE: Understand or follow the rules and procedures in a community)   **Research Skills**   * Formulating questions (L1: Formulating questions for community helpers)   **Science & Social Studies Skills**  **Science Skills**  **.** Identify or generate a question or problem to be explored  **Social Studies Skills**   * Identify roles, rights and responsibilities in society |

**-{-**

**Transdisciplinary Theme: sharing the planet Unit #: IV**

**Central Idea*:*** A diversity of living things can coexist and survive if humans control their impact on their surroundings through conservation.

**Concepts:** causation connection responsibility reflection

Impact Diversity Coexistence Conservation

|  |  |
| --- | --- |
| **Attitudes**   * Integrity * Appreciation * Enthusiasm   **Profile**   * Knowledgeable * Principled   **Areas of Knowledge**  **Driving the Inquiry**   * Science (Living things – Biodiversity) * Social (Resources & Environment - Sharing space with other humans, animals and plants) * PSPE (Interactions – Interactions with the natural world * The arts: Diversity (Visual arts (Creating): of form, Drama, Music (Responding): families of instruments, Dance (Creating & responding): of regional dances)   **Supporting the Inquiry**   * PSPE (Evaluation – Deciding how to reduce impact on the environment) * Social (Resolving conflict – Sharing space with other humans and living things) * Language (Reading – Biodiversity literature) * Science (Formulating questions – Biodiversity) | **Lines of Inquiry**   * **An inquiry into each individual’s responsibility towards conservation of their surroundings.** * **An inquiry into the positive and negative impact that human actions can have on the environment.** * **An inquiry into the biological diversity around us and the coexistence amongst living things.**   **Content**   * The diversity of living things to be found in the school surroundings * The way in which living things depend on each other (e.g. ants & fungus, plants & bees) * How to make use of natural resources while minimizing environmental impact (e.g. in construction)   **Transdisciplinary Skills**  **Thinking Skills**   * Evaluation (PSPE: Deciding how to reduce impact on the environment)   **Social Skills**   * Resolving conflict (Social studies: Finding compromises between human and other living things’ needs)   **Communication Skills**   * Reading (L2: Reading non-fiction texts for information on biodiversity)   **Self-Management Skills**  **Research Skills**   * Formulating questions (Science: Ask pertinent questions which can be investigated)   **Science & Social Studies Skills**  **Science Skills**   * Identify or generate a question or problem to be explored   **Social Studies Skills**   * Use and analyse evidence from a variety of historical, geographical and societal sources * Identify roles, rights and responsibilities in society |